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2nd grade | Teacher's Guide

LANGUAGE ARTS

LANGUAGE ARTS 200

Teacher's Guide

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LANGUAGE ARTS SCOPE & SEQUENCE

Grade 2

UNIT 1	KNOW YOUR NOUNS <ul style="list-style-type: none"> • Review vowels & consonants • Beginning, middle, & ending sounds • Singular & plural nouns • Common & proper nouns
UNIT 2	ACTION VERBS <ul style="list-style-type: none"> • Vowel digraphs • Action words – verbs • Following directions • The dictionary • ABC order
UNIT 3	SIMPLE SENTENCES <ul style="list-style-type: none"> • R-controlled vowels • Consonant blends • Using capital letters • Subjects & verbs in sentences
UNIT 4	TYPES OF SENTENCES <ul style="list-style-type: none"> • Consonant digraphs • Statement, question, & exclamation sentences • Using capital letters • The library
UNIT 5	USING PUNCTUATION <ul style="list-style-type: none"> • Diphthongs • Punctuation review • Using a comma • Rules for making words plural • Writing a biography • Contractions
UNIT 6	ADJECTIVES <ul style="list-style-type: none"> • Rhyming words • Poetry • Adjectives in sentences • Synonyms, antonyms • Thesaurus • Comparative, superlative adjectives
UNIT 7	POSSESSIVE NOUNS <ul style="list-style-type: none"> • Introduction to letter writing • Pronunciation key • Possessive nouns • Silent consonants • Homonyms
UNIT 8	PRONOUNS <ul style="list-style-type: none"> • Author's intent & use of titles • Predicting content • Suffixes • Character, setting, & plot • Analogies • Writing in cursive
UNIT 9	VERB TYPES AND TENSES <ul style="list-style-type: none"> • Review action verbs • Dividing words into syllables • State of being verbs • Past & present verb tenses
UNIT 10	LOOKING BACK <ul style="list-style-type: none"> • Nouns & verbs • Word division • Consonant blends, digraphs • Prefixes, suffixes, & root words • Possessives • Pronouns, adjectives

STRUCTURE OF THE LANGUAGE ARTS CURRICULUM

Language Arts 200 is conveniently structured within ten student workbooks and two Teacher's Guides, containing teacher support material and answer keys. The workbook format of the curriculum allows children to read textual information and complete workbook activities all in the same booklet. The easy-to-follow numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts workbook at the 2nd grade level, 5th book in the series is Language Arts 0205.

Each workbook is divided into three to five sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give purpose to the study of the curriculum. The introduction and objectives are followed by vocabulary found at the beginning of each section at the lower levels. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced in Language Arts. Before beginning each section, children should learn the vocabulary words in order to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the section, and the second number (right of the decimal) refers to the activity.

Teacher checkpoints, essential for maintaining quality learning, are found at various locations throughout the curriculum. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions in grade 2 are also number coded for easy reference. For example, 2.015 refers to the 15th question in the self test of Section 2. The first number corresponds to the section, the zero indicates that it is a self test question, and the number to the right of the zero is the question number.

Tests are found at the back of each workbook. They should be removed and set aside before giving the workbooks to the children.

Answer and test keys in grade 2 have the same numbering system as the workbooks. Children may have access to the answer keys (not the test keys) under teacher supervision, so they can score their own work.

A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the child. In addition, the teacher should become familiar with skill mastery expectations. The teacher should also preview the objectives at the beginning of each workbook for additional preparation and planning.

TEACHING SUPPLEMENTS

The sample weekly lesson plan and student-grading sheets are included in this section as teacher-support materials and may be duplicated at the convenience of the teacher.

The student-grading sheet is provided for those who desire to follow the suggested guidelines for the assignment of letter grades as previously discussed. A student's self-test scores should be posted as percentages. When the workbook is completed, the teacher should average the self-test grades, multiply the average by .25, and post the points in the box marked "Self Test Points." The workbook percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student, whether it is a workbook or additional learning activity. Oral work includes a student's ability to respond orally to questions, which may or may not be related to workbook activities, or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the workbook was completed.

The Book Report Form and the Books Read Chart may be duplicated for individual student use.

The Phonics Rules chart notes the unit where specific phonics concepts are first covered in Language Arts 2.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various workbooks. The concepts change by grade level with the emphasis on phonics and reading skills for younger students changing to spelling and grammar for the older students.

A suggested reading list has also been included. It is not necessary that you use these exact books, but the list can be used as a guideline for selecting other books that will be appropriate.

PHONICS RULES

The following letter and letter combinations are introduced in Language Arts 200 and continue through Language Arts 300. **The unit is noted where the rule is specifically addressed.**

a e i o u
 b c d f g h j k l m n p q r s t v w x y z
 th wh sh ch, ng nk, ck mb lk gn kn gh
 ar er ir or ur, ai ay, au aw, ei ey, ea ee, ie
 oa, oo, ew, ou, ow, oi, oy
 gh ph, igh

1. short vowels (cvc)	-	<i>a</i> (bat) <i>e</i> (bet) <i>i</i> (bit) <i>o</i> (cot) <i>u</i> (but)	201
2. long vowels (cvcv)	-	<i>a</i> (wave) <i>e</i> (Pete) <i>i</i> (tire) <i>o</i> (bone) <i>u</i> (use)	201
3. long vowels (cvvc)	-	<i>a</i> (nail) <i>e</i> (seal) <i>i</i> (tied) <i>o</i> (boat) <i>u</i> (suit)	201
4. c and g	-	hard sound before <i>a, o, u</i>	207
	-	soft sound before <i>e, i</i>	207
5. q (qu)	-	always has the sound of <i>kw</i>	
6. y	-	as <i>y</i> (yard)	
	-	as <i>e</i> (baby)	
	-	as <i>i</i> (cry)	
7. consonant digraphs	-	<i>th, wh, sh, ch</i>	204
8. special blends	-	<i>ng</i> (sing), <i>nk</i> (sank), <i>nt</i> (bent), <i>mp</i> (jump), <i>nd</i> (hand)	204
9. silent consonants	-	<i>ck</i> (lock)	204
	-	<i>mb</i> (lamb), <i>lk</i> (talk), <i>gn</i> (sign)	207
	-	<i>kn</i> (know), <i>gh</i> (though), <i>t</i> (often)	207
10. r-controlled vowels	-	<i>ar</i> (car) <i>or</i> (for)	203
	-	<i>er</i> (her), <i>ir</i> (sir), <i>ur</i> (fur)	203
11. vowel digraphs	-	<i>ai</i> as long <i>a</i> (fail)	201
	-	<i>ea, ee</i> as long <i>e</i> (beat) (feet)	201
	-	<i>ie</i> as long <i>i</i> (pie)	201
	-	<i>oa</i> as long <i>o</i> (boat)	201
	-	<i>ue</i> as long <i>oo</i> sound (clue)	201
	-	<i>ay</i> as long <i>a</i> (pay)	202
	-	<i>ey</i> as long <i>e</i> (donkey)	202
	-	<i>uy</i> as long <i>i</i> (guy)	202
	-	<i>au</i> (cause), <i>aw</i> (saw)	202
	-	short <i>oo</i> sound (book)	202
	-	long <i>oo</i> sound (zoo)	202
	-	<i>ew</i> as long <i>u</i> (few)	202
	-	<i>ou</i> as long <i>u</i> (soup)	205
	-	as <i>ow</i> (cloud)*	205
	-	<i>ow</i> as long <i>o</i> (slow)	205
	-	<i>ow</i> as <i>ow</i> (clown)*	205
	-	<i>oi, oy</i> (boil) (boy)*	205
12. letter groups	-	<i>gh, ph</i> as <i>f</i> (laugh) (phone)	207
	-	<i>igh</i> as long <i>i</i> (sigh)	207

* sometimes referred to as diphthongs

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Capitalization	201	3	diphthongs (oi/oy)	205	1, 2
	204	2	diphthongs (ou/ow)	205	1, 3
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Contractions	205	3	r-controlled vowels	203	1
Dictionary Use	202	2	vowels	201	1
	203	2	vowel digraphs	201	1
	204	3		202	1, 2
	205	1	Prefixes	209	2
	206	3	Punctuation		
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	204	2	exclamation mark	204	1
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	209	2, 3	Sentence Structure		
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nouns, proper	201	3	Verbs		
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verbs, state of being	209	1	singular, plural	209	3
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Phonics			Writing	201	3
c/g words	207	1		205	3
consonants	201	1, 2, 3		206	3
				207	3

SUGGESTED READING LIST

YOU ARE SPECIAL:

Lois Lowry and Middy Thomas:
Gooney Bird Greene (story writing and telling)

POETRY BOOKS:

Lee Bennett Hopkins:
Good Books, Good Times

Douglas Florian:
Bow Wow Meow Meow: It's Rhyming Cats and Dogs

James Stevenson:
Corn Chowder

100 DAYS CELEBRATION:

Rosemary Wells:
Emily's First 100 Days of School

Brenda Haugen:
The 100th Day of School

HOLIDAYS/CELEBRATIONS:

Deborah Chancellor:
Celebration Days! Holidays Around the World (DK Reader)

WRITING LETTERS:

Alma Flor Ada:
Dear Peter Rabbit

Janet and Allan Ahlberg:
The Jolly Postman

Holly Hobbie:
Toot and Puddle

Annette Langen:
Letters From Felix: A Little Rabbit on a World Tour

Beatrix Potter:
Dear Peter Rabbit: A Story with Real Miniature Letters

Sarah Stewart:
The Gardener

Eileen Christelow:
Letters From a Desperate Dog

ANIMALS/FABLES:

Seymour Simon:
Animal Fact/Animal Fiction

Judith Walker Hodge:
Animal Hospital (DK Reader)

Don Daily:
The Classic Treasury of Aesop's Fables

Arnold Lobel:
Fables

Melvin Berger:
Look Out for Turtles!

SPORTS:

Kathryn Cristaldi:
Baseball Ballerina

Leonard Kessler:
Here Comes the Strikeout

Jean Marzollo:
Soccer Sam

Peggy Parish:
Play Ball, Amelia Bedelia

WRITING/ILLUSTRATING BOOK:

Eileen Christelow:
What Do Authors Do?

Eileen Christelow:
What Do Illustrators Do?

INSTRUCTIONS FOR LANGUAGE ARTS

The curriculum for second grade Language Arts is structured with the daily instructional material included within the student workbooks. Students are encouraged to read and follow the instructional material in order to develop independent study habits. The teacher should introduce the workbook to the students, set a completion schedule, check student work, be available to answer questions on content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may find it helpful to schedule their time so that students are assigned a quiet activity when it is necessary to spend instructional time with one particular student.

Language Arts includes those subjects that develop the students' communication skills. This curriculum's approach to combining reading, spelling, penmanship, composition, grammar, speech, and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of 45 minutes. Spelling, book reports, and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in Unit 208, and continues with regular practice in succeeding units. Diacritical markings are introduced in Unit 207. A pronunciation key with basic diacritical markings is provided, and section sight words include diacritical markings once the pronunciation key has been introduced.

Spelling tests contained in the Teacher's Guide are final spelling tests and should be administered with each Language Arts test.

Many homonyms such as "piece" and "peace" are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct spelling words.

The materials section refers only to workbook materials and does not include materials that may be needed for additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the students' interest in learning, and may be used as a reward for good study habits.

Teacher Resources Section. This section is found in the back of this guide and includes the following items:

1. Section-by-section and cumulative lists of the spelling words presented in this course.
2. Word Families manipulatives that can be reproduced on cardstock.
3. Numbered penmanship paper for the spelling tests can be made from the reproducible masters. Other paper with guidelines can also be used for the spelling tests.

READING COMPREHENSION AND VOCABULARY

Reading Comprehension

When students understand and remember what has been read, they are demonstrating reading comprehension. Students at this level need to have their own strategies for understanding what they read rather than relying on an adult or peer to explain. Comprehension strategies include recalling important details/story elements (characters, setting, plot, theme), analyzing how the author wrote the story/informational book, and comparing (telling similarities) and contrasting (telling differences) stories and story elements.

A teacher can foster independent comprehension strategies by stopping at logical breaks in a text and discussing what has been read. Remind students to pause often while reading and ask their own questions about the text. Including an ongoing cycle of reading and discussion helps the student remain engaged while reading.

The following questions can be asked during and after reading. Choose questions from each set to ask while reading many different types of books. This will encourage students to utilize a variety of comprehension strategies. These questions can also be used with the reading passages found in the student workbooks, as well as many of the suggested books found in the Teacher's Guide of each lesson. Remember to refer back to this section often, and have the students participate in reading and discussion on a daily basis.

For retelling story elements and important details, ask the following questions.

Fiction stories: Can you tell me the important characters in this story? Can you tell me in your own words the plot of the story? How did the main character respond to the major problem(s) of the story? Did their response help to solve the problem or make it worse?

Nonfiction books: Can you tell me in your own words what this page/paragraph/picture is teaching you? In what type of research would this book be helpful? What is the main idea of this paragraph/section/book? What do you think are the most important details of this paragraph/section/book? Are the ideas in this book connected to other great ideas? (For example, how might a book about the moon be connected to a book about the ocean? How might a book about inventions be connected to a book about technology?)

For analyzing how the author wrote the story/informational book, ask the following questions.

Fiction stories: What did the author do to make the story funny, interesting, or serious? Which events in the story stand out to you? Which illustrations help you remember the story better? What lesson do you think the author is trying to teach you in this story? Do you like the way the author wrote the events of this story? If you were the author of this story, would you change something or keep everything the same? How does this folktale or fable teach you what is important to people of different cultures?

Nonfiction books: What is the author teaching you in this book? Why do you think the author included this picture/diagram/chart here? How do you know this book is non-fiction? How did the author organize this book? Did the author change your mind about anything after reading this book? Is the author trying to persuade you to do or try something? Is the author trying to persuade you to not do or try something?

For comparing and contrasting, ask the following questions.

Fiction stories: How is the character in this story like the character from another story? What happened in this story that was the same as (or different from) another story? Can you think of another story that has the same lesson as this story? Can you think of another story where the character has the same problem as in this story? Can you find another version of the same story and tell the differences and the similarities between the two?

Nonfiction books: Can you think of another book that teaches you this same topic? How is this fact the same as (or different from) facts you have read in another book? Does the book (or article) share an opinion about something? Can you find a book (or article) sharing a different opinion? Can you find a fiction book about the same topic and tell the differences and the similarities between the two?

Vocabulary

A key component to reading comprehension is understanding what the words mean. There are times when students will come across words they do not understand. While learning to use a dictionary is an important and necessary skill, it is equally important for students to have their own strategies for understanding unknown words. These strategies can be taught while the student is reading both fiction and nonfiction. During reading sessions, be sure to:

1. Teach students to stop when they come to a word they don't know and attempt to figure it out.
2. Model finding clues in the text, pictures, and ideas in the book. Often a word can be understood by looking for clues in the surrounding text.

3. Discuss words that have more than one meaning.

4. Highlight parts of books that help with unknown words such as vocabulary lists, words in parentheses, phrases that give clues about the definition, illustrations, diagrams, and glossaries.

INDEPENDENT WRITING

Second grade students can compose a variety of types of writing including true stories about themselves, made-up stories with fictional characters, opinion or persuasive pieces, letters, reports and informational books, poems, and much more!

Second graders can participate in the entire writing process, which includes writing and editing their work. Each time they write a story, teach the students more about the writing conventions that appear in the student lessons. Students will apply the rules of language arts to their writing but may need to review and revise their work multiple times to fully incorporate all the conventions they will learn throughout the year. Using resources such as word lists, editing marks, a dictionary, a thesaurus, and writing checklists are all appropriate at this level.

Plan for students to engage in daily writing activities that are based on their abilities and needs. Sometimes, students will need to practice penmanship and conventions. Other times, students may spend many days writing a story or an informational book. Writing activities will be suggested in many of the lessons, but students should be engaged in writing practice each day, even if the lesson does not call for it.

WRITING FORMAT FOR STORY, INFORMATIONAL, AND OPINION WRITING

Second grade students should practice all types of writing in an organized way that makes it easy for another person to read and follow. A story, informational report, or opinion should always have clear parts including an introduction, paragraphs, and a conclusion. Students should always be encouraged to add more details to each part of their writing.

Use the following questions to guide students through the writing process.

For a true story or a story with fictional characters, ask the following questions.

(Beginning/Introduction) A story opens with an interesting introduction. Who are the characters? Where does the story take place? What is happening first? Who is the narrator?

(Middle) What was the best part of the story, and what events led up to it? Or, what is the biggest problem in your story and what events led up to the problem? If there is a problem, how did you or the fictional character try to solve the problem? What conversations do the characters have with each other?

(Ending/Conclusion) What is the final solution to the problem? How do you or the characters feel by the end of the story?

For an informational book or report, ask the following questions.

(Beginning/Introduction) What is the main topic of your book or report? What do you want to teach first?

(Middle) What is something someone else may not know about the topic? What are the most interesting or surprising facts about it? What are some illustrations, photos, or diagrams that can help teach more about the topic?

(End/Conclusion) What do you hope other people learned from your book? Where did you get your information for your report? Where can people learn more about the topic?

For opinion writing, ask the following questions.

(Beginning/Introduction) What is your opinion about? How do you feel about it? Use phrases such as I think, I feel, or I believe for opinion writing.

(Middle) What are the reasons you feel this way? Why is this important to you? What do you think other people don't know about it? Are there facts you can provide that help to support your opinion? Are there reasons why someone may have a different opinion?

(End/Conclusion) What would you like people to try? What should people do or what should they not do? What do you hope other people learn?

LANGUAGE ARTS 201

Unit 1: Know Your Nouns

TEACHER NOTES

MATERIALS NEEDED FOR THIS UNIT	
Required	Suggested
<ul style="list-style-type: none">• sharp pencil• scissors	<ul style="list-style-type: none">• crayons or colored pencils• mirror (or baby & recent photographs of student)• manuscript alphabet chart• notebook or composition book for journalizing• magazines (for cutting out pictures)• glue or glue stick• paper with guidelines for Spelling Tests*

* It is suggested that students use paper with guidelines when taking Spelling Tests. An optional reproducible master for the “spelling paper” referred to in the workbooks is available in the Teacher Resources section of this Teacher’s Guide.

OPTIONAL ADDITIONAL LEARNING ACTIVITIES

Section 1

1. Discuss these questions with the students.
 - a. How are people alike?
 - b. How are people different from each other?
 - c. How do you know if someone is happy?
 - d. How do you know if someone is sad?
2. Discuss different human characteristics, sometimes called character traits, attributes, personality traits, or qualities. See how many the children believe they possess.

Write these characteristics on a board or a piece of paper, and discuss the meaning of each with the children. Add to the list as you discuss with the child:

active	adventurous	attentive	brave
calm	cheerful	clever	compassionate
confident	cooperative	daring	dependable
diligent	enthusiastic	friendly	generous
helpful	honest	logical	responsible
talented	thoughtful	wise	

3. Tell the students to look at themselves in a mirror (or at a photo of themselves.) Help them describe themselves verbally. Have students write these descriptions in their journal. The teacher or parents may add comments on the journal page as well.
4. Compare baby photographs of the students with recent photographs. Discuss with the students how they have changed and grown. Discuss all the things that they can do now versus what they could do when they were babies.
5. Research and discuss the meanings of students' names. Were they named after someone special?

Art Activity:

Print out students' names using software such as Word Art (or write the students' names on paper). Let students color and decorate their names.



Section 2

1. Students may make a collage poster of the three categories of nouns: Persons; Places; Things (pictures may be cut from magazines and glued in the correct boxes).

Nouns		
Persons	Places	Things

2. Play the game "Telephone" with students, reminding them that it is important to be good listeners.
3. Listen for the beginning, middle, and ending consonant sounds. Have the students use consonant flashcards to show the *beginning* consonant sound that is heard in these words:

dog	pig
fish	donkey
zebra	rooster

Have the students use consonant flashcards to show the *ending* consonant sound that is heard in these words:

cat	sheep
bread	fork
muffin	petal

Have the students use consonant flashcards to show the *middle* consonant sound that is heard in these words:

cabin	camel
donut	hotel
robin	woman

Section 3

1. Play this “listening, remembering” game: Students take turns listing in alphabetical order what they would take on a picnic. For example, the first person says, “I am going on a picnic and will take an apple.” The second person must think of a word that begins with the letter *b* and say: “I am going on a picnic and will take an apple and a banana.” The third person must think of a word that begins with the letter *c* and say: “I am going on a picnic and will take an apple, a banana, and a carrot,” etc. Try to get all the way through the entire alphabet!

2. Write these words on the board or a large piece of paper:

Silver Lake, Rock River, New York, Jane, Mark, Mars, Spot

(Or write the names of a lake, river, city, girl, boy, pet, etc. that are familiar to students.)

Ask the students how these words are alike. Tell the students that there is a capital letter at the beginning of each of these names. Ask the students how they write their name, and discuss why capital letters are used for names. Remind them that these names are called *proper nouns*.

3. Find a short human-interest story in a newspaper or magazine that includes names and proper nouns. Read the article together and find the proper nouns.

Suggested Books:

I Like Myself! by Karen Beaumont
Amazing Grace by Mary Hoffman
Tacky the Penguin by Helen Lester
The Ugly Duckling by Hans Christian Andersen & Jerry Pinkney

Journal Suggestions:

1. Write the following poem on the board or a large piece of paper. Tell the students to write the poem in their journal. Remind the students to include the date on the journal entry.

I'm as lucky as can be
 There is no one just like me.

 I have a special quality
 For everyone to see.

 That is why I am happy
 Just to be me!
2. The students can write their own poem about themselves including what they love about themselves, their talents, gifts, and the things they enjoy. Assist in writing the poem if the child would like to use rhyming words. Students may also write about themselves in journal format.
3. This is a little twist on journaling—write in the students' journals about the student: what you think makes them special, the talents they possess, etc.

» WORKSHEET ANSWERS**Spelling Words 1-1**

1. trip
2. went
3. sit
4. bad
5. hot
6. fast
7. its
8. tell
9. best
10. wish

Spelling Words 1-3

1. f
2. h
3. d
4. i
5. l
6. b
7. k
8. a
9. g
10. e
11. j
12. c

Administer the Spelling Test.

The Spelling Test is provided in this Teacher's Guide.

Evaluate the tests and review the words the students spelled incorrectly.

If necessary, review all of the words in the unit to prepare for the Alternate Spelling Test.

The Alternate Spelling Test is provided in this Teacher's Guide.

Administer the Test.

The test is to be administered in one session. Give no help except with directions.

Evaluate the tests and review areas where the students have done poorly.

Review the pages and activities that focus on the concepts tested.

If necessary, administer the Alternate Test.

SPELLING WORDS 1-1 ACTIVITY

Choose the word that best completes each sentence and write it on the lines.

bad	fast	best	hot	its	sit
tell	trip	us	went	wish	yet

1. April and Lee took a _____ to their uncle's cabin.
2. They _____ on a train.
3. April got to _____ by the window.
4. Lee felt _____ that he could not sit by the window.
5. It was _____ because the sun was shining brightly.
6. The train went very _____ through the country.

7. The train stayed on _____ track.

8. April wanted to _____ their uncle about the train trip.

9. It was the _____ trip ever!

10. April and Lee _____ they could go on another trip.

SPELLING WORDS 1-3 ACTIVITY

Match the spelling word with its meaning.

- | | | | | |
|-----|-------|-------|----|---|
| 1. | _____ | coat | a. | a bucket |
| 2. | _____ | float | b. | gentle, humble |
| 3. | _____ | goes | c. | special coat with trousers or skirt |
| 4. | _____ | green | d. | present tense of moves or travels |
| 5. | _____ | mean | e. | to understand the meaning of written words |
| 6. | _____ | meek | f. | outer clothing with long sleeves, jacket |
| 7. | _____ | need | g. | water that falls from clouds in the sky |
| 8. | _____ | pail | h. | to move on top of water or air |
| 9. | _____ | rain | i. | the color of most plants, grass, and leaves |
| 10. | _____ | read | j. | time of rest for mind and body |
| 11. | _____ | sleep | k. | lack of something required |
| 12. | _____ | suit | l. | not kind, cruel |

ANSWER KEYS

SECTION 1

1.1 – 1.7 Teacher check

1.8 Possible answers:

- bad, hot
- fast, best
- best, fast
- hot, bad
- its
- sit
- tell
- trip
- us
- went, wish
- wish, went
- yet

1.9 h@t b@d p@g m@p c@p
p@n p@n f@n c@t s@n

1.10 c@b r@k b@n fiv@ wav@
P@t b@k n@s t@r v@s

1.11 s@l r@x j@p s@t s@p
b@t n@x l@f p@x f@t

1.12 Teacher check

1.13 Any order:

baby, doctor, grandma

1.14 Any order:

kitchen, park, city

1.15 Any order:

monkey, cow, tiger

1.16 Any order:

glass, pizza, paper

1.17 Teacher check

- The family went to the mountains.
- The children played games in the car.
- Mother and Father hiked in the mountains.
- Mother liked the beautiful flowers.
- Brother rode his bike on the trails.
- Sister walked with the dog.
- The dog barked and wagged its tail.
- The children did not want to go home.
- The brother and sister slept in the car.
- They told their friends about the mountains.

1.18 yet wish
its (or sit) best
bad fast
sit (or its) trip
us tell
hot went

1.19 Suggested answers:

- grandma's house
- out shopping
- an old teddy bear
- her brother
- in the park
- in the bicycle basket
- a teddy bear
- a hug

1.20 Teacher check

1.21 Teacher check

1.22 Any order under each category:

CVC	CVCV	CVCC
web	cone	meat
yet	hole	goat
rag	tape	beep
zip	bite	wait
job	cube	leap
cab	vine	tail
fox	wave	foam

1.23 kite, string, cloth, sticks, mom, glue, scissors, table, kite, hill, kite, sky

1.24 Teacher check

1.25 Circled words:

Circus, Alex, Kelly, store, Dad, poster, circus, pictures, tigers, lions, monkeys, clowns, acrobats, poster, circus, Dad
family, bus, circus, animals, tricks, monkey, bike, clowns, clothes, clown, bike, bell, lions, girl, Alex, Kelly, candy, sodas, Mom, pictures, home, Mom, Dad, circus

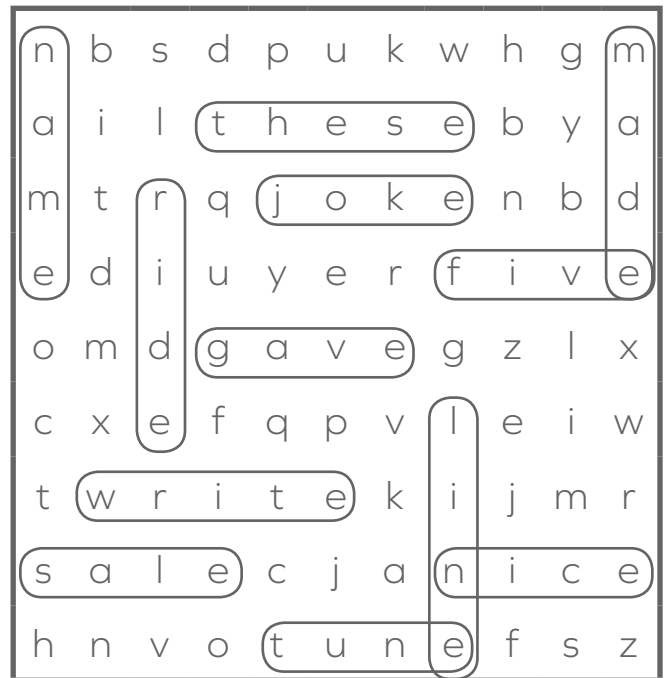
1.26 Teacher check

SELF TEST 1

- 1.01 noun
 1.02 a. teacher
 b. house
 c. book
 d. man
 e. zoo
 f. moon
 1.03 Any order within categories:
 a. cvc b. cvvc c. cvcv
 bed soap nose
 fin leaf tire
 mop jeep kite
 pig rain five
 1.04 reflection
 1.05 words
 1.06 words
 1.07 author
 1.08 illustration
 1.09 illustrator

SECTION 2

- 2.1 Possible answers:
 a. five, line, tune
 b. line, five, tune
 c. joke
 d. gave
 e. made, sale, ride
 f. these
 g. sale, made, ride
 h. name, nice
 i. nice, name
 j. ride, made, sale
 k. tune, five, line
 l. write
 2.2 a. – f. Teacher check
 2.3 Teacher check
 2.4 Circled letters:
 b r p
 f f m
 2.5 Word search:



- 2.6 Any order:
 paper
 truck
 factory
 pulp
 book
 tree

- 2.7

Any order:
pencils
trees
logs
machines
books
notebooks
newspapers
things
- 2.8

a. dogs
b. farms
c. tigers
d. playgrounds
e. parrots
f. rivers
g. boys
h. pencils
i. girls
j. pizzas
k. teachers
l. socks
- 2.9

a. lion
b. park
c. bear
d. lake
e. shark
f. hill
g. doctor
h. book
i. farmer
j. bean
k. sister
l. shirt
- 2.10

Teacher check
- 2.11

Teacher check
- 2.12

Teacher check
- 2.13

Circled letters:
l n t
m n t

SELF TEST 2

- 2.01

noun
- 2.02

singular
- 2.03

plural
- 2.04

s
- 2.05

girl, horse
- 2.06

girl, horse, forest
- 2.07

horse, river
- 2.08

horse, water
- 2.09

skunk, girl, horse
- 2.010

horse, girl, home
- 2.011

a. stamps

b. frogs

c. arms

d. cars

e. balls

f. barns

g. roads

h. forks
- 2.012

a. map

b. toad

c. muffin

d. spoon

e. bug

f. leg

g. paper

h. flag
- 2.013

g
- 2.014

n
- 2.015

t

SECTION 3

- 3.1** Possible answers:
 a. need, meek, read, coat, suit
 b. float
 c. goes
 d. green
 e. rain, mean
 f. read, coat, suit, meek, need
 g. coat, read, suit, meek, need
 h. pail
 i. mean, rain
 j. meek, coat, need, read, suit
 k. sleep
 l. suit, read, coat, meek, need
- 3.2** Teacher check – Student answers will vary
- 3.3** Suggested answers:
 a. boy, man
 b. girl, woman
 c. dog, pet
 d. state
 e. store
 f. city, town
- 3.4** Teacher check
- 3.5** Circled words:
 Kay's, Kay, Kay, April, July, Johnson's Pet Shop, Dillon
 Kay, Beaver River
 Fluffy, Socks, Mr. Johnson, Monday
 Kay, Johnson's Pet Shop, Main Street, Dillon
 Kay, Sara, Kay
 Kay, Fluffy
 Mr. Johnson, Kay, Fluffy
- 3.6**
- | | |
|-------|-------|
| need | float |
| coat | meek |
| read | goes |
| rain | green |
| suit | mean |
| sleep | pail |
- 3.7**
- | | | |
|---|---|---|
| g | p | t |
| n | r | m |
| z | | v |
- 3.8** Teacher check
- 3.9** Teacher check
- 3.10** with a capital letter
- 3.11**
- | | |
|----|----------|
| a. | cats |
| b. | lions |
| c. | cups |
| d. | crayons |
| e. | books |
| f. | brothers |
- 3.12**
- | | |
|----|---------|
| a. | tiger |
| b. | river |
| c. | teacher |
| d. | chair |
| e. | paper |
| f. | toy |
- 3.13** Teacher check
- 3.14** Student answers – Teacher check
- 3.15** Circled words: Correct spelling:
- | | | |
|----|-------|-------|
| a. | beest | best |
| b. | gaiv | gave |
| c. | faste | fast |
| d. | grean | green |
| e. | mene | mean |
| f. | naem | name |
| g. | nise | nice |
| h. | tripp | trip |
| i. | rane | rain |
| j. | theze | these |
| k. | wint | went |
| l. | sute | suit |
- 3.16** sit, its
- 3.17** mean, name
- 3.18** steam, teams, meats or others

SELF TEST 3

3.01 – 3.07 Student answers – Answers will vary

3.08 state

3.09 city, town

3.010 girl, woman

3.011 boy, man

3.012 lake

3.013 sea

Suggested answers – any three, any order:

3.014 eyes are watching

3.015 ears are hearing

3.016 lips are silent
hands are still
feet are still

UNIT REVIEW

1. h

2. u

3. R D

4. Circled words:
pan, hat, map

5. Circled words:
rake, kite, wave

6. boyt naXl lexif

7. Circled words:
river, mother, cat

8. Circled words:
Boston, Mary, Silver Lake

9. a. (boy) (cat)
b. (cat) ~~kittens~~
c. (dog) ~~kittens~~
d. (cat) (dog)
e. ~~girls~~ (kitten)

10. k t r (or b)

11. g n m

12. n k p

13. reading writing speaking

14. Student answer – Teacher check

TEST

1. a e i o u
2. a. rabbit b. fish
c. pumpkin d. mittens
3. a. clown b. lemon
c. football d. fork
4. a. tiger b. peanut
c. woman d. music
5. Any order:
a. pig b. boat c. five
pan seal nose
bed nail cake
6. a. dog
b. boy
c. cat
d. lion
7. Student answers
8. a. state
b. girl, woman
c. dog, pet
d. city
9. Any three, any order:
a. reading
b. writing
c. speaking
listening
10. a. stamps b. frogs
c. balls d. barns
11. a. map b. toad
c. muffin d. bug
e. leg

ALTERNATE TEST

1. a. o
b. a
c. u
d. e
e. i
2. a. pig b. bike
c. doll d. fork
e. pine
3. a. rabbit b. book
c. spoon d. shoe
e. pencil
4. a. paper b. rooster
c. woman d. shovel
e. tiger
5. Any order within categories:
a. dog b. goat c. nine
pot bean fine
wig sail bake
6. a. rooster b. boy
c. girl d. fish
7. a. bug b. flag
c. map d. frog
8. a. rivers b. girls
c. beds d. nails
9. a. river b. teacher
c. state d. girl
10. a. Salt Lake b. Denver
c. Ron d. Target
11. Any three, any order:
a. reading
b. writing
c. speaking
listening
12. You can learn more about the world. You can be wise and communicate with others when you are a good listener.

SPELLING TEST

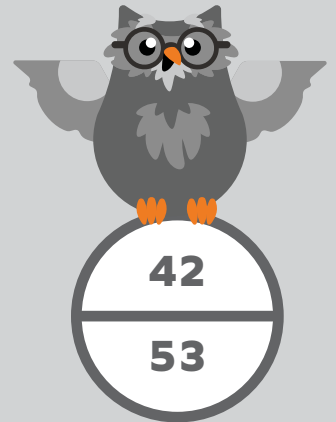
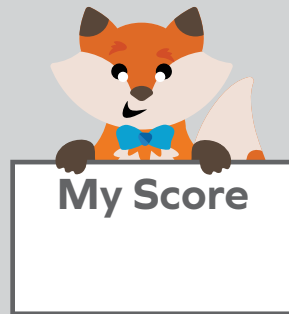
1	name	Do you have your name on your Spelling Test?	name
2	write	Please remember to write neatly!	write
3	green	The green bicycle is new.	green
4	sale	That puppy is not for sale .	sale
5	made	Grandmother made the birthday cake.	made
6	five	There were five candles on the birthday cake.	five
7	wish	She made a wish after she blew out the candles.	wish
8	rain	It began to rain after the birthday party.	rain
9	sleep	It was not easy going to sleep .	sleep
10	read	We will read the book together.	read
11	fast	The cheetah can run fast .	fast
12	goes	Michael goes to swimming lessons every day.	goes
13	hot	The stove is hot .	hot
14	float	We like to float on the lake.	float
15	tell	I want to tell you a secret.	tell
16	sit	The cat likes to sit on your lap.	sit
17	joke	They laughed at my joke .	joke
18	suit	Dad wears a suit to work.	suit
19	trip	We are going on a trip this summer.	trip
20	yet	It isn't time for supper yet .	yet

LANGUAGE ARTS 201

ALTERNATE TEST

Name _____

Date _____



Each answer = 1 point

Circle the vowel in each row of letters.

1. a. g h k l o
- b. j q c a m
- c. w x u f b
- d. z e c p s
- e. i d n r t

Circle the beginning consonants of the words.

2. a. pig b. bike
- c. doll d. fork
- e. nine

Circle the ending consonants of the words.

3.
- a. rabbit

b. book

c. spoon

d. six

e. pencil

Circle the middle consonants of the words.

4.
- a. paper

b. river

c. woman

d. shovel

e. tiger

Write the words under the correct categories.

5.
- goat

fine

wig

dog

pot

sail

nine

bean

bake

a. CVC

b. CVVC

c. CVCV

Read the sentences. Write the nouns on the lines.

- 6.** a. The rooster crowed. _____
- b. The boy ran. _____
- c. The girl played. _____
- d. The fish swam. _____

Circle the singular nouns.

- 7.** a. bug bugs b. flags flag
- c. maps map d. frog frogs

Circle the plural nouns.

- 8.** a. rivers river b. girl girls
- c. bed beds d. nails nail

Circle the common noun.

- 9.** a. Rock River river
- b. teacher Mr. Jans
- c. Iowa state
- d. girl Lisa

Circle the proper noun.

- 10.**
- | | | |
|----|--------|-----------|
| a. | lake | Salt Lake |
| b. | Denver | city |
| c. | Ron | boy |
| d. | Target | store |

List three ways that we can communicate.

- 11.**
- | | |
|----|-------|
| a. | _____ |
| b. | _____ |
| c. | _____ |

Answer the following question.

- 12.** Why is it important to be a good listener?
- _____
- _____

ALTERNATE SPELLING TEST

1	ride	Our dog likes to ride in the car.	ride
2	bad	That apple is bad .	bad
3	coat	He left his coat in the park.	coat
4	went	She went for a long walk.	went
5	gave	My mom gave me some grapes for a snack.	gave
6	tune	She is whistling a happy tune .	tune
7	line	The clothes are hanging on the clothes line .	line
8	best	Always try to do your best work.	best
9	these	These are your toys.	these
10	pail	They used a pail to make a sand castle.	pail
11	mean	Our neighbor's dog is mean .	mean
12	its	The dog is chasing its tail.	its
13	meek	My aunt's horse is meek and mild.	meek
14	nice	My grandfather is nice .	nice
15	need	The newspapers need to be delivered.	need
16	us	Father got us a pet hamster.	us
17	green	The grass is green .	green
18	sit	Please do not sit on that chair.	sit
19	write	He will write a letter to his uncle.	write
20	sleep	The dog will sleep in the garage.	sleep

SECOND GRADE SPELLING LISTS

1-1 (Short Vowels)

bad
fast
best
tell
went
yet
its
sit
trip
wish
hot
us

1-2 (Long Vowel Sounds with Silent e)

gave
made
name
sale
these
five
line
nice
ride
write
joke
tune

1-3 (Vowel Digraphs)

pail
rain
green
mean
meek
need
read
sleep
coat
float
goes
suit

2-1 (Vowel Digraphs ay, ey, ue, uy)

always
hay
played
key
money
monkey
blue
clue
due
true
buy
guy

2-2 (Vowel Digraphs au, aw, eu)

because
fraud
haul
pause
fawn
hawk
jaw
law
chew
dew
flew
stew

2-3 (Sounds of oo)

food
cool
moon
pool
soon
zoo
cook
hood
hook
shook
took
wood

3-1 (r-Controlled Vowels)

farm
park
fern
term
first
girl
before
hurt
more
or
sport
burn

3-2 (Beginning Consonant Blends)

broom
crate
drum
fry
gray
prize
trail
blade
close
plate
flat
glad

3-3 (Ending Consonant Blends)

left
gift
hold
ramp
lump
land
wind
junk
ant
desk
list
most

SECOND GRADE SPELLING LISTS

4-1 (Consonant Digraphs sh, ch, wh)

chain
chat
chess
quit
shame
sheep
their
thin
third
those
whale
wheel

4-2 (Beginning Consonant Digraphs)

children
chip
quail
quiet
share
shark
short
then
this
while
white
why

4-3 (Ending Consonant Digraphs)

rich
which
neck
rock
sack
dish
fish
rush
wash
both
math
path

5-1 (Diphthongs ou, ow)

around
count
found
house
loud
noun
crowd
crown
fowl
owl
town
wow

5-2 (Diphthongs oi, oy)

boy
employ
joy
loyal
oyster
toy
boil
coin
joint
moist
point
soil

5-3 (Rule Breakers)

enough
dough
should
thought
through
would
your
blow
crow
slow
sow
toward

6-1 (Contractions)

can't
didn't
don't
hasn't
won't
it's
he's
that's
they're
we're
I'm
I've

6-2 (Word Families – Rhyming Words)

been
den
right
night
cold
gold
ship
whip
call
hall
plank
sank

6-3 (Compound Words)

upon
outside
sometimes
mailbox
raincoat
pigpen
baseball
birthday
without
notebook
beehive
waterfall

SECOND GRADE SPELLING LISTS

7-1 (Soft c and g, z Sound of s)

cent
city
lace
slice
age
cage
gem
gym
cause
please
raise
does

7-2 (Silent Consonants)

sign
sigh
high
light
might
lamb
comb
knew
knife
wrap
mess
loss

7-3 (Homonyms)

know
no
tail
tale
dear
deer
here
hear
weak
week
one
won

8-1 (More Beginning Consonant Blends)

skate
snap
scold
small
spoon
step
swim
twin
scrape
split
spray
stray

8-2 (Ending Consonant Blends ng and dge)

bang
fang
sung
thing
long
sing
edge
ledge
badge
ridge
lodge
fudge

8-3 (Beginning and Ending Consonant Blends)

snack
crunch
skunk
stand
thick
grind
crash
stink
truck
truth
bleach
clock

9-1 (Words that End in y)

lady
rainy
pinky
sandy
rusty
ruby
very
many
off
pull
use
work

9-2 (Syllabication Rules)

kitten
dinner
borrow
button
fellow
rugged
narrow
yellow
parrot
muffin
manner
batter

9-3 (Syllabication Rules)

sister
number
center
donkey
mister
napkin
wonder
person
pester
lumber
hermit
parcel

10-1 (Review)

because
been
before
gave
here
house
made
money
one
sometimes
these
white

10-2 (Review)

always
around
found
knew
many
night
right
should
through
very
would
your

10-3 (Review)

didn't
don't
first
its
off
tell
their
then
soon
went
which
work

ALPHABETIZED SECOND GRADE SPELLING LISTS

age (7-1)	crow (5-3)	haul (2-2)
always (2-1)	crowd (5-1)	hawk (2-2)
ant (3-3)	crown (5-1)	hay (2-1)
around (5-1)	crunch (8-2)	hear (7-3)
bad (1-1)	dear (7-3)	here (7-3)
badge (2-1)	deer (7-3)	hermit (9-3)
bang (2-1)	den (6-2)	he's (6-1)
baseball (6-3)	desk (3-3)	high (7-2)
batter (9-2)	dew (2-2)	hold (3-3)
because (2-2)	didn't (6-1)	hood (2-3)
beehive (6-3)	dinner (9-2)	hook (2-3)
been (6-2)	dish (4-3)	hot (1-1)
before (3-1)	does (7-1)	house (5-1)
best (1-1)	donkey (9-3)	hurt (3-1)
birthday (6-3)	don't (6-1)	its (1-1)
blade (3-2)	dough (5-3)	it's (6-1)
bleach (8-3)	drum (3-2)	I'm (6-1)
blow (5-3)	due (2-1)	I've (6-1)
blue (2-1)	edge (8-2)	jaw (2-2)
boil (5-2)	employ (5-2)	joint (5-2)
borrow (9-2)	enough (5-3)	joke (1-2)
both (4-3)	fang (8-2)	joy (5-2)
boy (5-2)	farm (3-1)	junk (3-3)
broom (3-2)	fast (1-1)	key (2-1)
burn (3-1)	fawn (2-2)	kitten (9-2)
button (9-2)	fellow (9-2)	knew (7-2)
buy (2-1)	fern (3-1)	knife (7-2)
cage (7-1)	first (3-1)	know (7-3)
call (6-2)	fish (4-3)	lace (7-1)
can't (6-1)	five (1-2)	lady (9-1)
cause (7-1)	flat (3-2)	lamb (7-2)
cent (7-1)	flew (2-2)	land (3-3)
center (9-3)	float (1-3)	law (2-2)
chain (4-1)	food (2-3)	ledge (8-2)
chat (4-1)	found (5-1)	left (3-3)
chess (4-1)	fowl (5-1)	light (7-2)
chew (2-2)	fraud (2-2)	line (1-2)
children (4-2)	fry (3-2)	list (3-3)
chip (4-2)	fudge (8-2)	lodge (8-2)
church (8-3)	gave (1-2)	long (8-2)
city (7-1)	gem (7-1)	loss (7-2)
clock (8-3)	gift (3-3)	loud (5-1)
close (3-2)	girl (3-1)	loyal (5-2)
clue (2-1)	glad (3-2)	lumber (9-3)
coat (1-3)	goes (1-3)	lump (3-3)
coin (5-2)	gold (6-2)	made (1-2)
cold (6-2)	gray (3-2)	mailbox (6-3)
comb (7-2)	green (1-3)	manner (9-2)
cook (2-3)	grind (8-3)	many (9-1)
cool (2-3)	guy (2-1)	math (4-3)
count (5-1)	gym (7-1)	mean (1-3)
crash (8-3)	hall (6-2)	meek (1-3)
crate (3-2)	hasn't (6-1)	mess (7-2)

might (7-2)
 mister (9-3)
 moist (5-2)
 money (2-1)
 monkey (2-1)
 moon (2-3)
 more (3-1)
 most (3-3)
 muffin (9-2)
 name (1-2)
 napkin (9-3)
 narrow (9-2)
 neck (4-3)
 need (1-3)
 nice (1-2)
 night (6-2)
 no (7-3)
 notebook (6-3)
 noun (5-1)
 number (9-3)
 off (9-1)
 one (7-3)
 or (3-1)
 outside (6-3)
 owl (5-1)
 oyster (5-2)
 pail (1-3)
 parcel (9-3)
 park (3-1)
 parrot (9-2)
 path (4-3)
 pause (2-2)
 person (9-3)
 pester (9-3)
 pigpen (6-3)
 pinky (9-1)
 plank (6-2)
 plate (3-2)
 played (2-1)
 please (7-1)
 point (5-2)
 pool (2-3)
 prize (3-2)
 pull (9-1)
 quail (4-2)
 quiet (4-2)
 quit (4-1)
 rain (1-3)
 raincoat (6-3)
 rainy (9-1)
 raise (7-1)
 ramp (3-3)
 read (1-3)
 rich (4-3)
 ride (1-2)
 ridge (8-2)

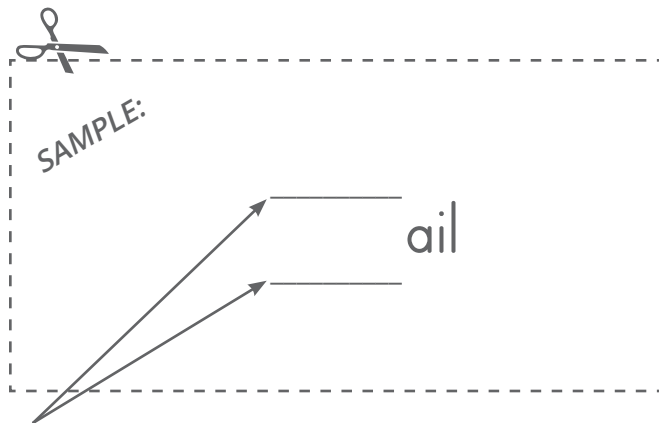
right (6-2)
 rock (4-3)
 rug (9-1)
 rugged (9-2)
 rush (4-3)
 rusty (9-1)
 sack (4-3)
 sale (1-2)
 sandy (9-1)
 sank (6-2)
 scold (8-1)
 scrape (8-1)
 shame (4-1)
 share (4-2)
 shark (4-2)
 sheep (4-1)
 ship (6-2)
 shook (2-3)
 short (4-2)
 should (5-3)
 sigh (7-2)
 sign (7-2)
 sing (8-2)
 sister (9-3)
 sit (1-1)
 skate (8-1)
 skunk (8-3)
 sleep (1-3)
 slice (7-1)
 slow (5-3)
 small (8-1)
 snack (8-3)
 snap (8-1)
 soil (5-2)
 sometimes (6-3)
 soon (2-3)
 sow (5-3)
 split (8-1)
 spoon (8-1)
 sport (3-1)
 spray (8-1)
 stand (8-3)
 step (8-1)
 stew (2-2)
 stink (8-3)
 stray (8-1)
 suit (1-3)
 sung (8-2)
 swim (8-1)
 tail (7-3)
 tale (7-3)
 tell (1-1)
 term (3-1)
 that's (6-1)
 their (4-1)
 then (4-2)

these (1-2)
 they're (6-1)
 thick (8-3)
 thin (4-1)
 thing (8-2)
 third (4-1)
 this (4-2)
 those (4-1)
 thought (5-3)
 through (5-3)
 took (2-3)
 toward (5-3)
 town (5-1)
 toy (5-2)
 trail (3-2)
 trip (1-1)
 truck (8-3)
 true (2-1)
 truth (8-3)
 tune (1-2)
 twin (8-1)
 upon (6-3)
 us (1-1)
 use (9-1)
 very (9-1)
 wash (4-3)
 waterfall (6-3)
 weak (7-3)
 week (7-3)
 went (1-1)
 we're (6-1)
 whale (4-1)
 wheel (4-1)
 which (4-3)
 while (4-2)
 whip (6-2)
 white (4-2)
 why (4-2)
 wind (3-3)
 wish (1-1)
 without (6-3)
 won (7-3)
 wonder (9-3)
 won't (6-1)
 wood (2-3)
 work (9-1)
 would (5-3)
 wow (5-1)
 wrap (7-2)
 write (1-2)
 yellow (9-2)
 yet (1-1)
 your (5-3)
 zoo (2-3)

LANGUAGE ARTS MANIPULATIVES: WORD FAMILIES

Note:

These Word Families manipulatives may be reproduced on cardstock and cut out. Students can use these manipulatives for word blending practice or other activities the teacher may choose. Discuss with students which words are real and which words are not. Have students create as many “real” words as possible by sliding the strips through the slits on each of the cards.



Use an X-Acto™ knife or sharp scissors to cut along the lines to create slits for the strips to slide through.

b	ch	wr
c	sh	bl
d	th	cl
f	wh	fl
g	sp	gl
h	sl	pl
j	sc	str
k	sm	scr
l	st	squ
m	sk	spl
n	sn	thr
p	sw	
qu	tw	
r	br	
s	tr	
t	gr	
v	fr	
w	dr	
x	cr	
y	pr	
z		



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